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| **PROFESSIONAL DEVELOPMENT & COACHING** | **TEAMING STRUCTURES** | **DATA** | **PROGRESS MONITORING** | **CURRICULUM AND INSTRUCTION** |
| How does your district’s PD plan build capacity and lead to full implementation of the CA standards in the classroom?  What is the relationship between professional learning and implementation of the CA standards in the classroom?  How do administrators and coaches engage in continuous improvement in supporting the implementation of the CA standards in the classroom? What is the impact of this action?  How are teachers engaged in continuous improvement in implementing the CA standards in the classroom? What is the impact of this action?  How do administrators, coaches and teachers define high quality integrated and designated ELD instruction?  Do instructional coaches have PD specific to supporting ELs in language development?  Do instructional coaches have PD specific to supporting ELs in core content areas?  Have teachers been trained in the use of instructional materials?  How are teachers continuously supported in teaching of CA ELD Standards? | How does the district ensure that ELD and content teachers have opportunities to collaborate in designing integrated and designated ELD lessons, analyze results of student learning, and adjust instruction based on data analysis?  How often do ELD teachers meet and collaborate with grade level teachers?  How often do ELD teachers meet and collaborate with content area teachers?  Are ELD teachers planning with content teachers to address language development during content lessons?  How does the district assess the effectiveness of the teaming structure to ensure collaboration of ELD and content teachers?  How are ELD teachers included in the SST process?  How does the district ensure that members of the Student Study Team understand the linguistic, academic and cultural needs of ELs? | What data and tools are used to measure the level of implementation of the California ELD Standards?  What data does the district ensure that ELs are receiving high quality and appropriate first instruction before moving students to Tier 2 support?  What data does the district ensure that ELs are receiving high quality and appropriate Tier 2 support before moving students to Tier 3 support?  How are language assessment results used in determining EL, newcomers and LTEL progress?  Who is involved in regular data analysis that focuses on the progress of ELs at the site and district level?  What data informs the gap between the EL and all students’ performance in ELA and Math?  How many of your ELs are also students with disabilities? What is the reclassification rate for ELs with disabilities?  What local assessments are used to monitor students’ progress in core content areas? How is this data used to determine the needs of ELs, newcomers and LTELs? | What approaches are used to ensure that ELs experience a coherent and articulated pathways across grade levels to prepare them for college and career success?  How are English and primary language development monitored?  What steps are taken when classroom teachers have modified instructional approaches and still not getting the desired result?  What culturally and linguistically relevant assessments are being used to monitor Newcomers, ELs, those at-risk of becoming LTELS and LTELs progress in ELD?  What is your district’s process for monitoring RFEPs?  What types of data and processes are used to determine the source of academic, language, or cognitive difficulties?  How frequent is ELs’ growth evaluated?  What is the process in your district to identify and support ELs with disabilities?  What is the process in your district to reclassify ELs with disabilities?  What testing accommodations are provided to ELs with disabilities? | How does your district ensure ELs and ELs with Disabilities have access to core curriculum and electives in addition to receiving designated and integrated ELD instruction?  How have choices of research-based language support/development programs (including options for developing skills in multiple languages) provided support ELs to overcome the language barrier and provide access to the curriculum?  What does high quality integrated and designated ELD instruction look like for your district?  Who provides the integrated ELD instruction?  Who provides the designated ELD instruction?  Is instruction targeted to students’ level of English proficiency?  How does the district ensure that ELD Standards and language development occur in and through content and are intentionally integrated across the curriculum?  What instructional materials are being used for designated ELD? Are these materials aligned to the CA Standards?  What additional materials are used with struggling English Learners, ELs with Disabilities, Newcomers, LTELs and students at-risk of becoming LTELs?? |

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| **ACTION** | **TIER 1 ,2 OR 3** | **ACTION** | **TIER 1 ,2 OR 3** | **ACTION** | **TIER 1 ,2 OR 3** | **ACTION** | **TIER 1 ,2 OR 3** | **ACTION** | **TIER 1 ,2 OR 3** |
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